

PHIL M05: CRITICAL THINKING AND ANALYTIC WRITING

Originator

mmorgan

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

M05

Course Title (CB02)

Critical Thinking and Analytic Writing

Banner/Short Title

Crit Think & Analy Writing

Credit Type

Credit

Start Term

Fall 2024

Catalog Course Description

Introduces critical reasoning, including analysis and synthesis, induction and deduction, and identification of assumptions and perspectives. Emphasizes oral and written analysis and argumentation, clarifying fact, belief and value, and identifying and avoiding common fallacies of thought, logic and language.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

A - Satisfies English composition req (CSUGE-B A2/A3, IGETC 1A/1B, VCCCD D1, or 4-yr)

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Entrance Skills**Entrance Skills**

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 7 pages long, totaling 5,000 words, employing such skills as: logical organization, control of diction, awareness of audience and purpose, and adherence to the conventions of academic prose.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 5-7-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays with a clear statement of thesis, focus, or controlling idea.

ENGL M01A-utilize the stages of the writing process: generating ideas, drafting, revising, and editing.

ENGL M01A-develop paragraphs which incorporate appropriate rhetorical strategies, effective transitions, and convincing support.

ENGL M01AH-compose several expository papers from 2-8 pages long, totaling 6000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of academic prose.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 6-8 page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH- analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.
 ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays with a clear statement of thesis, focus, or controlling idea.
 ENGL M01AH-utilize the stages of the writing process: generating ideas, drafting, revising, and editing.
 ENGL M01AH-develop paragraphs which incorporate appropriate rhetorical strategies, effective transitions, and convincing support.
 ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.
 ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.
 ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.
 ENGL M01AH-HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select.
 ENGL M01AH-HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | write an analytic paper that demonstrates the ability to focus on a clearly developed thesis, supports the thesis with clear argumentation, and anticipates potential counterarguments. |
| 2 | compare and contrast different forms of government and compare them from a moral point of view. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | recognize, analyze, and give examples of different types of definitions (e.g., stipulative, ostensive, dictionary) and the difference between the intension and extension of terms. |
| 2 | define, explain, and analyze various informal fallacies such as composition, division, distraction and emotional appeal. |
| 3 | find and analyze deductive and inductive arguments in contemporary discourse. |
| 4 | recognize, describe and evaluate appeals to evidence in popular culture. |
| 5 | recognize and evaluate well-constructed and poorly-constructed claims and arguments in conversations, newspapers, etc. |
| 6 | write analytic papers, totaling 5,000 words, on various topics, clarifying the issues, supporting one's view with good reasons, and refuting opposing arguments. |

Course Content

Lecture/Course Content

10% Good and Bad Reasoning

- reasoning and arguments
- cogent reasoning
- kinds of valid arguments
- deductive validity and invalidity
- inductive strength and cogency

10% Writing a Philosophy Paper

- presenting a thesis
- supporting a thesis with reasons
- considering counterarguments
- refuting counterarguments

10% Moral and Legal Reasoning**10% Textbooks and Literature**

- recognizing assumptions and worldviews
- subjectivity and objectivity
- censorship

10% Advertising

- "caveat emptor"
- statistics
- techniques to beware of

10% News Reporting

- the power of money
- news-gathering methods
- misdirection and lack of proportion
- slanting the news

10 % Psychological Impediments to Cogent Reasoning

- loyalty, provincialism, herd instinct
- prejudice, stereotypes, scapegoats, partisanship
- superstitious beliefs
- wishful thinking, self-deception
- rationalization
- pseudoscience
- the place of the emotions

10% Background Beliefs and Worldviews

- kinds of background beliefs
- insufficiently grounded beliefs
- properly basic beliefs
- "reading between the lines"
- kinds of worldviews

10% Informal Fallacies

- fallacies in general
- fallacies of relevance
- fallacies of weak induction
- fallacies of presumption, ambiguity, and analogy

10% Language: Meaning and Definitions

- varieties of meaning
- intension and extension of terms
- definitions and their purposes
- definitional techniques
- lexical definitions

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Objective exams
 Oral presentations
 Quizzes
 Reports/papers
 Research papers
 Skills demonstrations

Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other
Seminar

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class discussions
Collaborative group work
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Large group activities
Lecture
Readings
Small group activities
Other (specify)

Specify other method of instruction

Debates

Describe specific examples of the methods the instructor will use:

Instructor breaks up the class into small groups. Each group is assigned a philosophical to represent. The whole class is then given a controversial topic to analyze in terms of their respective philosophical position. Each group reports out to the whole class on their analysis.

Instructor leads the class into a large group philosophical discussion and debate, and provides additional lecture content on the discussion topic.

Representative Course Assignments

Writing Assignments

write six- to eight- page papers analyzing and defending positions on various topics such as, with special attention to rebuttals of counterarguments.

participate in group reports.

complete hard copy and electronic end-of-chapter exercises on relevant topics, such as identifying informal logical fallacies.

Critical Thinking Assignments

perform logical analysis of arguments from contemporary sources, such as newspaper editorials.

analyze arguments from famous speeches/essays and identify informal fallacies such as composition, division, distraction, and emotional appeal.

construct a verbal argument into logical argument form.

Reading Assignments

Read Part II of Hubert L. Dreyfus' "Alchemy and Artificial Intelligence"

Read the essay titled "Why Self-Driving Cars Must be Programmed to Kill"

Outside Assignments

Representative Outside Assignments

complete assigned readings from the text.

attend and take notes at lectures and conferences on campus.

meet with group members to prepare in-class report on relevant topics such as the psychological impediments to reasoning (provincialism, herd instinct, etc).

use electronic resources, including supplementary textbook materials.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UC Los Angeles	PHILOS 9	Principles of Critical Reasoning	5
CSU Los Angeles	PHIL 1600	Critical Thinking	3
CSU Northridge	PHIL 200	Critical Reasoning	3
San Diego State Univ.	PHIL 110	Critical Thinking and Composition	3

Comparable Courses within the VCCCD

PHIL R111 - Critical Thinking and Analytic Writing
PHIL V05 - Critical Thinking and Analytical Writing

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

D2. Communication/Analytical Thinking

Approved

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

A3 Critical Thinking

Approved

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 1B: Critical Thinking and Composition
Approved

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
No

Description
Boardman, Frank, Nancy M. Cavender, and Howard Kahane. *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. 13th ed., Wadsworth, 2017.

Resource Type
Textbook

Description
Jackson, Debra, and Paul Newberry. *Critical Thinking: A User's Manual*. 2nd ed., Wadsworth 2015.

Resource Type
Textbook

Classic Textbook
No

Description

Howard-Snyder, Frances, Daniel Howard-Snyder, and Ryan Wasserman. *The Power of Logic*. 5th ed., McGraw-Hill, 2013.

Resource Type

Textbook

Classic Textbook

No

Description

Miller, William. *Taking Sides: Clashing Views on Political Issues*. 21st ed., McGraw Hill, 2019.

Resource Type

Textbook

Classic Textbook

No

Description

Easton, Thomas. *Taking Sides: Clashing Views in Science, Technology, and Society*. 14th ed., McGraw Hill, 2019.

Library Resources**Assignments requiring library resources**

Research using the library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources in a controversial area, such as the argument over the rights to remaining frozen embryos for divorced couples who had previously used in vitro fertilization.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
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Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.

E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
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Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates

Department Chair

04/17/2023

Dean

04/17/2023

Technical Review

04/20/2023

Curriculum Committee

5/2/2023

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000434985

DOE/accreditation approval date

MM/DD/YYYY